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ABSTRACT

A descriptive investigation was completed to determine the social and physical attributes leading to employment and social independence of 30 physically or mentally handicapped students. A two-stage inquiry was conducted: an interview of agency and school adults, and an interview of information sources associated with the 30 Ss. Results indicated that the following attributes contributed notably to success in employment: realistic involvement of family and/or someone within the school or agency on a personal level, degree of handicapping condition, and willingness to make personal adaptations. Further implications for special education programing included family counseling; independent living skills training emphasizing practical decisionmaking and problem solving, job seeking skills, functional academics, career exploration, and utilization of community, recreational and residential resources; and coordination of agency services. (More than half of the document is composed of 16 appendixes, including sample survey interviews and permission forms.) (CL)

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A METHODOLOGY FOR ASSESSING HANDICAPPED EMPLOYMENT AS A FUNCTION OF COMMUNITY CONSTRAINTS

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Project Development and Management Unit

Office of the Solano County Superintendent of Schools

June 30, 1978

EC 112 421

FOREWARD

Statement of Funding:

The study reported here was part of a program of research in Special Education in the Project Development and Management Unit, Office of the Solano County Superintendent of Schools.

The study was carried out during the academic year 1977-78 under the auspices of the Special Education Research Program, supported by Grant No. 77-50-A between the State Department of Education and the Office of the Solano County Superintendent of Schools.

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Bonnie Ann Plummer
Principal Investigator
June 30, 1978

ABSTRACT

During the 1977-78 school year, the Office of the Solano County Superintendent of Schools conducted a descriptive investigation to identify those attributes of the community and of individuals that have the most profound impact, both positive and negative, upon the success of the individual in gaining employment and social independence. The approach to analysis seeks to determine if these attributes, once identified, can be used to formulate career preparation strategies directed toward achieving the ultimate objectives of employment and social independence.

A two-stage inquiry was conducted. First, there was a wide-range, open-ended interview of agency and school adults most familiar with handicapped persons. Stage I interviewing procedures generated a list of attributes reflecting positive and negative characteristics of the community and of the handicapped individual to be used in developing a more structured Stage II interview format.

The second stage of the inquiry involved the development of an interview questionnaire used in conjunction with at least three information sources associated with each of the thirty subjects included in the study. These thirty subjects consisted of former special education students who were employed, unemployed, or in sponsored employment positions. Each of the information sources answered questions relating to those attributes which seemed to have the most profound impact upon the subject's ability to gain employment and achieve social independence.

The Stage I master list of attributes was found to be difficult to use because the attributes identified affected particular individuals in unique ways and because those working with the handicapped have no common set of definitions for these attributes. The Stage II interview questionnaire yielded better information on gaining employment and independence. The results of data indicate that these attributes contribute notably to success in employment: realistic involvement of family and/or someone within the school or an agency on a personal level with the handicapped person; degree of handicapping condition; willingness to make personal adaptations. Further notable implications for special education programming include: family counseling for special education students; independent living skills training emphasizing practical decision making and problem solving, job-seeking skills, functional academics, career exploration, utilization of community, recreational and residential resources; and coordination of agency services.

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HISTORICAL OVERVIEW AND LITERATURE REVIEW

The ultimate criterion for assessing the effectiveness of career preparation and vocational training for handicapped persons is the degree to which these activities result in employment and social independence.

It is well accepted that the nature of the handicapping condition sets limits to the choices available regarding employment and social independence. However, even in this regard, some longstanding notions have been challenged in recent years. The remarkable success of Rosen in Michigan and Gold in Illinois in returning severely handicapped people to society attests to the adaptability of the individuals involved. Some kinds of handicaps simply cannot be overcome. Conditions which impair mobility are prime examples. Our society is a highly mobile one; individuals who cannot walk, make use of complicated public transportation arrangements, or drive an automobile are at a great disadvantage due to impaired mobility both in terms of competing for employment and in terms of gaining a modicum of social independence. Consequently, it is not just the individual's handicap which defines the limits of action; it is the interface between the individual's condition and the requirements for functioning in society which determine whether or not social independence and productive employment are obtained.

To the extent that career preparation and vocational training prepare the handicapped individual for coping with social requirements, then the educational strategies used are optimal ones. It is a matter of developing a good match between the capabilities of the handicapped individual and the real constraints in the community which define the range of options open to the individual on matters such as education, living arrangements, mobility and employment. Some specialists in the field, notably Gold with his task analysis technique, approach the issue of constraints through a detailed analysis of the discreet elements involved in a task, and then develop instructional strategies which help the individual learn how to cope with each sub-task. This same approach can be applied to a much larger scope of analysis. For example, community constraints in a particular geographic area can be systematically identified and understood in terms of their potential limiting effects for various handicapping conditions. An analysis of this interrelationship can lead to the formulation of optimum career preparation strategies to achieve the objectives of employment and social independence. In short, the school can intervene to maximize the individual's capabilities with regard to the physical and social constraints in the community.

The Office of the Solano County Superintendent of Schools, under a special education research grant, has conducted a descriptive investigation of the social and physical attributes of both the community and of the former special education students that have a significant impact on this individual's ability to achieve employment and social independence.

METHODS

Focus of Inquiry

The research effort sought to identify those attributes of the community and of the individuals that seem to have the most profound impact, both positive and negative, upon the success of the individual in gaining employment and social independence. The attributes of the individual vulnerable to change can be approached through the educational program of the school; those within the community likely will require action by the school along with others, such as parent groups, municipal agencies, and social service organizations. Thus, the results of the research effort should be useful to both educators and others in the community concerned with the well-being of physically and mentally handicapped persons.

Outline of Research Design

The study examined the interactions of several important factors influencing the status of handicapped people in society, as follows:

1. The handicapping condition, its nature and severity.
2. The transportation services and systems extant throughout Solano County.
3. The employment opportunities, both present and potential, throughout Solano County.
4. The mobility of handicapped people, defined as a result of the interaction of the handicapping condition with the available modes of transportation.
5. The living arrangement situation.
6. The social independence factor defined as the ability to make the adaptations necessary to function with minimum assistance in society.

First-Stage Inquiry

Purpose

The purpose of the first stage of this project was to identify those attributes of the community and of the individuals that seem to have the most profound impact, both positive and negative, upon the success of the handicapped individual in gaining employment and social independence.

Description of Sample

To obtain a broad spectrum of ideas, various agencies and individuals were selected across Solano County. Fifty (50) respondents were identified from the public and private sector having contact with some portion of the handicapped population. This sample represents schools, community agencies, transportation services and voluntary agencies that were selected because of the varying nature of their contacts. Appendix A is a listing of all respondents surveyed. The project staff person then contacted the agency asking for a professional staff member familiar with handicapped people. Respondents were chosen based upon the nature of their exposure to insure a diversity of agencies and personnel represented.

Once the agency and respondent were identified, the project staff member telephoned the respondent explaining the purposes of the research project and requesting an interview appointment. The staff member brought an introductory letter with further information at the time of the interview (see Appendix B). The interview format did not require personnel information from the respondents, and no permission for the first stage attributes survey interview was required.

Staff Responsibilities

Project Staff

One full-time project specialist was responsible for the completion of the project activities; in addition, a vocational specialist and a special education resource specialist have aided in the completion of the interviews through in-kind services. The project specialist was responsible for the coordination and implementation of all project activities as identified in the amended project application. In conjunction with the coordinator of the Project Development and Management Unit, the vocational specialist and special education resource specialist were assigned to complete specific activities within the project design.

Outside Consultants

Richard Yoder provided ten (10) days of technical assistance to the research project through the period ending January 15, 1978. He assisted the project director and staff with the selection of the agencies for the attributed survey and designed the interview schedule that was used in the attributes survey.

William Merz of Applied Research Consultants provided technical assistance thereafter until June 30, 1978. He assisted in tabulating and analyzing data generated with the interview schedule, in devising the attributes survey, in tabulating and analyzing the data generated with the attitude survey, and in writing the final report.

Development of Research Instrument

Because no commercially developed instrumentation was available, materials were locally developed by the evaluation consultant. The Attributes Survey Interview instrument can be seen in Appendix E.

The purpose of the attributes survey interview was to obtain a list of characteristics and descriptive attributes that respondents believed to be important, both positively and negatively, in terms of how well a handicapped person functions in various social situations. The areas included are: living arrangements, mobility, education and training, and work situations. These four areas were deemed to be the most important ones in terms of what school programs can expect to affect by way of educational intervention. Appendix D contains a detailed discussion of the interview schedule and process that project staff followed.

Procedure for Data Collection

A wide-ranging search for attributes was conducted among these agencies using an open-ended interview procedure. The respondents were asked to consider the case of a handicapped person about whom they were knowledgeable and to specify those attributes of the individual and of the physical and social environment in which he or she lived that seemed to be important in terms of positive or negative impact upon the life of the handicapped person. Specific categories relating to the individual and the community included: education and training, mobility, employment and living arrangements.

The project staff member and the supplementary personnel conducting the interviews were trained on the job following approximately three hours of orientation to the interview process. The document listed as Appendix C was used as a written guide to the training effort. After 10 percent of the interviews were completed, a conference was held to discuss any problems related to the interview process or write-up activity. Appendix D was developed to ease collection of interview data. Periodic checks with the interviewers were conducted by the project director throughout the course of the attributes survey.

No inter-rater reliability checks were required because of the nature of the interview. However, the interviewers were encouraged to review each other's interview reports, both to provide feedback on the contents and to learn from each other's interviewing procedures. Since the three individuals conducting the interviews were housed in the same office, frequent opportunities for comparison of interview reports and sharing of experiences were present.

Fifty (50) interview reports were completed by the end of December, 1977.

Method of Analysis

Because the purpose of the first-stage survey was to identify as many attributes as possible that people believe are important to the functioning of handicapped people in society, the most appropriate method of analysis was a content analysis of the fifty (50) reports. A listing of all attributes identified by the respondents was developed for each area of interest. Redundant entries were eliminated, and clarifications of statements were made. Appendix F is the list of attributes obtained from this first stage of inquiry.

Stage-two Inquiry

Purpose

The purpose of the second stage of inquiry was to develop a specific list of attributes reflecting the interface between community constraints and individual attributes that have a profound impact on the former special education students' ability to gain employment and special independence. This list represented a compilation of data collected from investigating individual participants and their respective related information sources.

Description of Sample

The research study involved a total of thirty (30) special education students or former special education students. Ten of these persons were successfully employed for a period of at least three months on a continuous basis. Ten (10) were employed in a restricted environment, sheltered workshop, or held positions specially funded for handicapped persons. The other ten (10) were individuals who were unable to obtain and hold employment.

These subjects included a range of physical and mental handicapping conditions in proportion to special education students enrolled in school districts in Solano County during the 1977-78 school year. The following figures were derived from the Solano Enrollment Staff and Data; District, County Report; Fall 1977:

Table 1

Percentage of Total Special Education Enrollment by Handicap

Handicapping Condition	Percent
Learning Disabled	25
Visually Handicapped	2
Hard of Hearing, Deaf	2
Physically Handicapped	4
Mentally Retarded	
Educable	8
Trainable	3

The actual representation of handicapping conditions of the thirty (30) persons selected in the research study was as follows:

Table 2

Handicapping Conditions of Subjects

Handicapping Condition	Number of Persons Employed	Number of Persons in Sponsored Positions	Number of Persons Unemployed
Learning Disability	4	0	2
Visually Handicapped	0	1	1
Hard of Hearing, Deaf	1	0	1
Physically Handicapped	1	2	2
Mentally Retarded			
Educable	2	4	2
Trainable	3	2	2

Consideration was given to the distribution of subjects based on population of cities in Solano County.

Table 3

Distribution of Subjects

City (In order of descending population)	Number of Persons Employed	Number of Persons in Sponsored Positions	Number of Persons Unemployed
Vallejo	4	6	3
Fairfield	4	4	4
Vacaville	1	0	2
Benicia	1	0	1
Dixon	0	0	0
Rio Vista	0	0	0

Table 4 presents the average ages for each of the three groups. On the average, the three groups appear equivalent in age; however, when examining the standard deviation and the ranges, it appears that the group working in sponsored employment is more homogenous in age than either the group that is unemployed or the group that is employed. The group of individuals is far more variable than either of the other two. The lack of homogeneity in age makes generalization from comparisons among the three groups more difficult because it indicates systematic difference among the groups. Some of these differences will be discussed in later sections.

Table 4

Description of Ages of Participants

	Unemployed	Sponsored Positions	Employed
M	23.6	23.8	23.8
SD	5.48	2.70	8.31
Range	16	9	20

In addition to the thirty (30) persons (former special education students), four other potential sources of information were included in the sample. These information sources associated with the person were the individual's parent or guardian, the current or recent employer (job supervisor), a current or recent teacher, and an agency contact (case worker). With permission from the individual and where applicable, these informants were included in the study.

Staff Responsibilities

Project Staff

The project staff for the second stage of inquiry were the same persons as in the first stage of inquiry.

Outside Consultant

Dr. William Merz of Applied Research Consultants was employed as the Evaluation Consultant to develop instrumentation, statistical approach and analysis data.

Part-time Interview Staff

Data collection for the second stage of inquiry required additional staff to administer participants in the study. The project staff selected three part-time interviews from candidates recommended by cooperating agencies; the Solano Community College Enabler and the Transitional Service for Independent Living. Agencies recommended candidates based on a verbal description of job responsibilities for prospective applicants provided by the project staff. Candidates were screened based on their willingness to accept the responsibilities assigned and ability to be mobile. The three persons screened were employed and completed a training program as interviewers. In training, each part-time interviewer (1) observed a member of the original project staff conduct; and (2) conducted a minimum of three interviews in conjunction with a subject staff member. The trainee staff was then assigned selected interviews. The Special Education Teacher of the Project Staff was assigned the responsibility of supervising the three part-time staff for the duration of the study.

Development of Research Instrument

Because there were no commercially developed instrumentation for the stage-two inquiry, materials were locally developed by the Evaluation Consultant.

The second stage of the inquiry was more structured. It involved the development of an interview questionnaire to be used in conjunction with the designated sample. The development of this instrumentation was based on the list of attributes (see Appendix F) developed in the first-stage inquiry. A screening was conducted to eliminate redundant and false entries on the list of attributes. A panel committee was organized to screen the list of attributes by eliminating redundant entries and clarifying statements made. Professionals invited to participate in this panel represented a variety of disciplines serving the developmentally disabled and physically handicapped population including:

a. A Coordinator of Special Education

b. A principal of a Physically Handicapped Program

c. Two counselors from the Department of Rehabilitation

d. A counselor from Regional Center

e. The project staff

f. Evaluation consultant

This list of attributes was then synthesized by the evaluation consultant and used as the basis for developing a format for the stage-two interview schedule (see Appendix N). The project staff revised and simplified the schedule (Appendix O) which was piloted with 10 subjects from the sample population. The final revision of the interview schedule was made by the project staff for full implementation of interview procedures (see Appendix P).

Procedure for Data Collection

The interview schedule (see Appendix O) was piloted with ten (10) subjects from the sample. With the modification of the interview schedule (see Appendix P), full-scale interviewing of the sample population was initiated. The project staff and the part-time staff (interviewers) interviewed thirty (30) former special education students.

All completed interview schedules were collected and forwarded to the evaluation consultant for data analysis.

Use and Protection of Human Subjects

Great care was given to safeguard the confidentiality of those persons participating as subjects in this research study. This section of the final report outlines the safeguard procedures.

Agency Persons Contacted in Stage One of Inquiry

The agency persons (see Description of Sample in Stage One) contacted as interview respondents were all adults. They were asked to discuss general information about handicapped persons with whom they were familiar. No names of these handicapped persons were solicited. Since no specific minors were discussed, confidentiality was maintained.

Special Education Students of Interest (see Appendix G)

The Special Education Students of Interest forms were sent to school districts. The project staff requested the names and addresses of current and former special education students for research purposes. The completed Special

Education Students of Interest forms with students' names were used by professional project staff only and were maintained in project files to insure confidentiality. All information about students was requested on official County Superintendent of Schools stationery, with a return envelope enclosed, addressed to the Project Unit Director at the superintendent's office.

Search for Subjects: Parent Permission Form (see Appendix H)

In compliance with the confidentiality requirements of local school districts and agencies, the Parent Permission Form was developed to obtain prior consent from minor students and students' parents for release of their names to the project staff for potential participation in the research. The project staff then provided the Parent Permission Forms to the agencies with return envelopes addressed to the County Superintendent of Schools, Project Unit. Agencies agreed to forward the forms and return envelopes to their clients. The project staff relied on the student to return the completed form if agreeing to participate in the study.

Other Parent Permission Forms

Appendices I and J were revisions of the Parent Permission Form (see Appendix H) first developed for project use. The revisions were made to simplify language and clarify meaning. As in all forms, the completed and returned forms were for research use by the project staff and were placed in project files.

Participant Permission Form (see Appendix K)

Another procedure to obtain subjects for the second stage of inquiry was the use of the Participant Permission Form. The form was sent to former special education students of adult age. The form described the intent of the study and provided a permission form for participation in the study. Return envelopes addressed to the County Superintendent of Schools were provided. Participation in the study depended on the voluntary return of a completed form.

Letter for Agency (see Appendix L)

Requests for specific information about students or clients were made in writing to the agencies or school districts. Assurance was given that confidentiality of clients would be observed.

Permission to Contact Employer, Agency Person, and Special Education Teacher (see Appendix M)

All persons participating as subjects in the second stage of inquiry were provided with the above form to obtain permission to make contacts with their employees, teachers, agency counselors, and parents (in the case of adults). No information sources were contacted without prior permission from each subject in the study.

STATISTICAL APPROACH/ANALYSIS

Data was tabulated by category and aggregated into frequency distributions because the descriptive data obtained from the interviews were basically nominal in character. The frequencies within category were converted to percentages, where appropriate, and are reported in tabular form. Descriptive presentation is made without statistical tests of significance because the small number of cases and the disproportions render further analysis difficult, if not impossible.

DATA PRESENTATION

Tables 5 and 6 present the tabulations of living arrangements and family intervention in the lives of the persons with handicapping conditions. A larger percentage of employed individuals live with their families than either those working in jobs sponsored for the handicapped or those unemployed. More than half of those working in sponsored positions or those who are unemployed live alone or live with others. It should be noted here that the one individual in the sponsored position who lived with another is a quadriplegic who must have an attendant. The position held by that person requires professional training at the college level and was included in this group because special funds are used to maintain the position. Although it is somewhat misleading to classify such a skilled person in this group, there is a question about whether an individual with this degree of handicap could easily find employment in positions that did not have earmark funding or was not designed for a handicapped individual. It should be noted, too, that of the three individuals in the unemployed group who live with others, two are living with boyfriends or girl friends and one is living with her child. All three of these individuals are unemployed; however, there is a question about whether these individuals are truly unemployed or may be considered homemakers.

Table 5

Tabulation of Living Arrangements

	Lives Alone n = 10	Lives With Family n = 10	Lives With Others n = 10
Employed	10%	80%	10%
Sponsored Work	50%	40%	10%
Unemployed	20%	50%	30%

Table 6

Tabulation of Family Intervention

	Too Protective	Not Protective Enough	Little or No Contact	Realistic
Employed	40%	10%	0	50%
Sponsored Work	40%	10%	20%	30%
Unemployed	40%	10%	30%	20%

Table 7 presents data on ability of the individuals included in this study to live independently. It appears that a far larger percentage of the individuals in the sponsored work group and in the unemployed group are physically able to live independently than are individuals in the employed group. There appears to be little difference between groups in the ability to live independently socially.

Table 7

Ability to Live Independently

	Physically		Socially	
	Yes	No	Yes	No
Employed	50%	50%	100%	0
Sponsored Work	90%	10%	100%	0
Unemployed	80%	20%	90%	10%

Previous data was tabulated by combining the perceptions of both clients and other individuals who rated the clients. Further data, however, will segregate the responses of the clients from those of the other individuals.

Table 8 presents the summary of responses concerning community living arrangements. It is quite clear that the perceptions of the handicapped clients are different from those of counselors, teachers, and parents. It is also clear that among the handicapped individuals included in this study a large number were not aware of the availability of low-cost housing, recreation programs for the handicapped, and housing units appropriate for the handicapped. A larger number of employed clients than unemployed clients made no responses to these questions.

Table 8

Percent Responding in Each Category
Concerning Living Arrangements

		Yes		Qualified Yes		Qualified No		Don't Know		Not Applicable		No Response	
		Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other
The Community has...													
Low-cost Housing	Employed clients 10 others 16	10	19	10	6	10	13	40	44	0	19	30	0
	Sponsored Positions clients 10 others 21	40	52	0	29	20	5	40	10	0	5	0	0
	Unemployed clients 10 others 11	20	36	10	27	10	27	40	9	0	0	20	0
Recreation Programs for the Handicapped	Employed clients 10 others 16	0	31	0	6	30	13	30	38	0	13	40	0
	Sponsored Positions clients 10 others 16	20	29	10	10	0	43	70	5	0	10	0	0
	Unemployed	0	9	0	82	10	0	70	0	0	9	20	0

Table 8

Percent Responding in Each Category
Concerning Living Arrangements
(continued)

		Yes		Qualified Yes		Qualified No		Don't Know		Not Applicable		No Response	
		Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other
The Community has...													
Housing Units Appropriate for the Handicapped	Employed	0	6	0	13	10	25	50	31	0	25	40	0
	Sponsored Positions	20	14	10	29	10	62	60	19	0	5	0	10
	Unemployed	0	18	10	9	10	27	60	18	0	9	20	0

Table 9 presents the tabulation of responses to questions concerning education and training. Again, the participants and others responding differ in their perception. This is less true for the employed group than for the sponsored position group of the unemployed group. Those unemployed report much more favorable views about their skills than do the others who have responded about them, and a large number of unemployed individuals are perceived by others rating them as needing one-to-one or repeated teaching, as needing job skills, as not speaking well enough, reading well enough or writing well enough for jobs. Those who were in sponsored positions or were unemployed were seen as not knowing how to look for jobs more often than were the employed individuals.

Table 9

Percent Responding in Each Category
Concerning Education and Training

		Yes		Qualified Yes		Qualified No		Don't Know		Not Applicable		No Response	
		Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other
The Individual...													
Needs One-to-One/ Repeated Teaching	Employed	30	50	0	0	30	19	0	0	0	0	40	31
	Sponsored Positions	30	43	0	0	70	47	0	0	0	0	0	10
	Unemployed	50	91	0	0	20	9	0	0	0	0	30	0
Has Job Skills	Employed	70	81	0	0	0	13	0	0	0	0	30	6
	Sponsored Positions	90	71	0	0	0	29	10	0	0	0	0	5
	Unemployed	40	18	0	0	40	82	0	0	0	0	20	0
Knows How to Look for a Job	Employed	50	50	0	0	30	38	0	0	0	0	20	13
	Sponsored Positions	50	29	0	0	5	62	0	0	0	0	0	10
	Unemployed	50	27	0	0	3	73	0	0	0	0	20	0

Table 9

Percent Responding in Each Category
Concerning Education and Training
(continued)

		Yes		Qualified Yes		Qualified No		Don't Know		Not Applicable		No Response	
		Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other
The Individual...													
Speaks Well Enough for the Job	Employed	80	75	0	0	0	13	0	0	0	0	20	13
	Sponsored Positions	90	90	0	0	0	10	10	0	0	0	0	0
	Unemployed	70	45	20	0	0	45	0	0	0	0	10	9
Listens Well Enough for the Job	Employed	80	10	0	0	0	25	0	0	0	0	20	13
	Sponsored Positions	100	90	0	0	0	10	0	0	0	0	0	0
	Unemployed	70	55	0	0	10	27	10	0	0	9	10	9
Reads Well Enough for the Job	Employed	60	44	0	0	20	31	0	0	0	0	20	13
	Sponsored Positions	60	62	0	0	30	38	10	0	0	0	0	0
	Unemployed	60	36	0	0	30	64	0	0	0	0	10	0

Table 9

Percent Responding in Each Category
Concerning Education and Training
(continued)

		Yes		Qualified Yes		Qualified No		Don't Know		Not Applicable		No Response	
		Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other
The Individual...													
Writes Well Enough for the Job	Employed	40	50	0	0	40	38	0	0	0	0	20	13
	Sponsored Positions	70	43	0	0	20	52	0	0	0	0	0	5
	Unemployed	60	27	0	0	30	73	0	0	0	0	10	0

Table 10 reports results of responses concerning mobility. Again, though perceptions of the participants and other individuals rating the participants varied markedly, more individuals in sponsored positions and unemployed saw themselves as affected by physical barriers than did the employed individuals. Fewer unemployed individuals reported themselves as willing to move to get a job than employed individuals or individuals holding sponsored positions; however, other people rating the participants rated the employed and unemployed individuals as not willing to move to get a job in greater proportion than the other individuals rating those holding sponsored positions. Reports on the availability of public transportation, the ability of handicapped persons to use public transportation, and the actual use of public transportation by the participants in the program were quite varied.

Table 10

Percent Responding in Each Category
Concerning Mobility

		Yes		Qualified Yes		Qualified No		Don't Know		Not Applicable		No Response	
		Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other
The Individual...													
Is Affected by Physical Barriers	Employed	10	6	0	6	80	63	0	6	0	6	10	13
	Sponsored Positions	30	24	0	0	70	57	0	0	0	10	0	10
	Unemployed	30	0	10	9	50	73	0	0	0	0	10	18
Is Able to Travel	Employed	40	38	10	0	40	38	10	6	0	0	0	19
	Sponsored Positions	20	33	0	10	80	48	0	5	0	0	0	10
	Unemployed	60	27	0	0	30	45	0	9	0	0	10	18
Is Willing to Move to Get a Job	Employed	70	19	0	6	30	56	0	0	0	0	0	13
	Sponsored Positions	60	29	20	29	30	19	10	38	0	0	0	10
	Unemployed	40	0	10	0	40	50	0	9	0	0	10	18

Table 10

Percent Responding in Each Category
Concerning Mobility
(continued)

		Yes		Qualified Yes		Qualified No		Don't Know		Not Applicable		No Response	
		Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other
There is Public Transportation	Employed	30	25	20	19	20	19	30	13	0	0	0	25
	Sponsored Positions	50	52	50	38	20	10	10	0	0	0	0	10
	Unemployed	40	18	40	64	20	0	0	0	0	0	10	18
Handicapped Persons Can Use Public Transportation	Employed	0	19	0	13	40	25	40	13	0	0	20	31
	Sponsored Positions	20	33			20	14	10	5	0	0	0	10
	Unemployed	20	36	10	18	10	18	50	0	0	9	10	18
The Individual Can Use Public Facilities	Employed	60	31	20	19	10	6	0	13	0	0	10	31
	Sponsored Position	50	29	30	38	10	14	0	0	0	10	10	10
	Unemployed	80	36	10	27	0	9	0	0	0	9	10	18

Table 11 presents data on physical factors. There are fewer discrepancies in this area than in the preceding areas. There are more positive responses to these questions both on the part of the individual participants and on the other individuals rating them. In the case of participants holding sponsored positions and participants who are unemployed, other individuals rating them in the area of health report a higher incidence of health problems than do the participants themselves.

Table 11

Percent Responding in Each Category
Concerning Physical Factors

		Yes		Qualified Yes		Qualified No		Don't Know		Not Applicable		No Response	
		Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other
The Individual...													
Has Use of Hands & Arms Feet & Legs	Employed	90	69	10	6	0	6	0	0	0	0	0	19
	Sponsored Positions	80	81	20	14	0	0	0	0	0	0	0	5
	Unemployed	70	91	10	0	0	0	0	0	0	0	20	9
Is Well Coordinated	Employed	90	81	10	0	0	0	0	0	0	0	0	19
	Sponsored Positions	90	71	0	19	10	0	0	0	0	0	0	10
	Unemployed	70	91	10	0	0	0	0	0	0	0	20	0
Is Healthy	Employed	100	69	0	13	0	0	0	0	0	0	0	19
	Sponsored Positions	100	71	0	10	0	14	0	0	0	0	0	5
	Unemployed	80	55	0	18	0	18	0	0	0	0	20	0

Table 12 reports the percent responding in each category to personal factors. Like the area of physical factors, there are fewer discrepancies between the ratings of participants and others who responded about the participants. There are more positive responses in the areas of good work habits, good appearance and grooming, socially acceptable behavior, and willingness to do the job than in the area of self-confidence. Those unemployed were rated more frequently by themselves and by others as not manifesting self-confidence.

Table 12

Percent Responding in Each Category
Concerning Personal Factors

		Yes		Qualified Yes		Qualified No		Don't Know		Not Applicable		No Response	
		Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other
The Individual...													
Has Good Work Habits	Employed	100	81	0	0	0	0	0	0	0	0	0	19
	Sponsored Positions	100	81	0	5	0	5	0	0	0	0	0	10
	Unemployed	61	36	0	27	10	27	0	0	0	0	30	9
Has Good Appearance, Grooming & Hygiene	Employed	90	75	0	0	10	6	0	0	0	0	0	19
	Sponsored Positions	100	95	0	0	0	0	0	0	0	0	0	5
	Unemployed	80	82	0	9	0	0	0	0	0	0	20	9
Has Self-Confidence	Employed	80	56	0	0	10	19	0	0	0	0	0	25
	Sponsored Positions	70	57	20	24	0	10	0	0	0	0	5	10
	Unemployed	60	45	0	9	20	27	0	0	0	0	20	18

Table 12

Percent Responding in Each Category
Concerning Personal Factors
(continued)

		Yes		Qualified Yes		Qualified No		Don't Know		Not Applicable		No Response	
		Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other
The Individual...													
Has Socially Acceptable Behavior	Employed	90	69	0	0	10	10	0	0	0	0	0	25
	Sponsored Positions	100	76	0	14	0	0	0	0	0	0	0	10
	Unemployed	80	55	0	9	0	36	0	0	0	0	20	0
Is Willing to do the Job	Employed	100	81	0	0	0	0	0	0	0	0	0	19
	Sponsored Positions	100	90	0	5	0	0	0	0	0	0	0	5
	Unemployed	80	18	0	9	0	36	0	9	0	9	20	18

Table 13 reports responses concerning community factors. Here the discrepancies between the rating of the participants and others rating them is evident again. Data from the participants' responses indicate that a good proportion do not know about placement services for the handicapped or the coordination of those services. Individuals holding sponsored positions are more likely to report that employees are willing to hire the handicapped and that jobs are adapted to meet the needs of the handicapped than are the employed or unemployed participants.

Table 13

Percent Responding in Each Category
Concerning Community Factors

		Yes		Qualified Yes		Qualified No		Don't Know		Not Applicable		No Response	
		Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other
Willingness to Hire Handicapped	Employed	0	19	30	19	40	31	20	13	0	0	10	13
	Sponsored Positions	20	5	10	19	30	38	40	24	0	0	0	14
	Unemployed	0	18	10	27	40	27	30	18	0	0	20	9
Jobs Adapted to Meet Needs of Handicapped	Employed	0	6	10	25	50	38	30	6	0	0	10	25
	Sponsored Positions	30	10	0	33	30	29	40	19	0	0	0	10
	Unemployed	0	18	0	27	40	36	30	18	0	0	30	9
Agencies Coordinate Services	Employed	10	13	0	6	30	25	50	31	0	0	10	25
	Sponsored Positions	50	10	10	29	30	38	0	10	0	0	10	14
	Unemployed	20	0	0	18	50	36	10	27	0	0	20	18

Table 13

Percent Responding in Each Category
Concerning Community Factors
(continued)

		Yes		Qualified Yes		Qualified No		Don't Know		Not Applicable		No Response	
		Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other	Clients	Other
Placement Services Available	Employed	0	6	20	31	10	19	60	25	0	0	10	19
	Sponsored Positions	20	19	0	33	40	24	40	10	0	0	0	14
	Unemployed	10	0	0	36	40	9	20	27	0	0	30	18

Table 14 presents a summary of the comments made by the participants and other individuals on education and training. Employed participants and others rating employed participants made more comments on the adequacy of training programs than did respondence to the participants in sponsored positions or participants who are unemployed. The comments on the adequacy of school programs seemed to be aimed at specific classes in many of the instances. Statements about inadequacy tended to focus on the lack of vocational training, job seeking skills, job placement programs, and independent living skills. Comments on the Regional Occupational Program, on-the-job training and sheltered workshops were far more numerous for the employed group and for those in sponsored positions than for the unemployed group. One might conclude that in the area of education those who were unemployed found fewer positive things and appeared to find less success in school than the other groups.

Table 14

Summary of Comments
on Education and Training
School Programs

Employed	Sponsored Positions	Unemployed
Adequate		
Special Training (2)	Academic Skills (1)	Home Economics (1)
Drivers Training (1)		Money Management (1)
English (1)		
High School Program (1)		
Money Management (1)		
Reading (1)		
Inadequate		
Job Training (2)	Independent Living (5)	Vocational Training (6)
Special Education Program (2)	Vocational Training (5)	Independent Living (4)
Vocational Training (2)		Job Skills (4)
Job Placement (1)		Household Management (2)
OJT, ROP, Sheltered Workshops		
Adequate		
General Comments (11)	General Comments (13)	Employment Seeking Skills (1)
Inadequate		
General Comments (1)	General Comments (1)	Independence Training (1)

Table 15 summarizes comments on mobility and other areas for the three groups. It is interesting to know that most of those in the employed group had comments on their ability to drive or to use automobiles as a means of transportation. While those in the unemployed group find transportation a notable problem, those in sponsored positions mentioned DART and Project Move, as well as public transportation. A qualitative impression from comments made about DART and Project Move is that many of those who mentioned those services use them as stigmata labeling users as defective individuals.

Table 15

Summary of Comments on Mobility

Employed	Sponsored Positions	Unemployed
Can drive (5)	Insufficient public transportation (5)	Transportation a problem (9)
Parents or others drive (3)	Relies on Project Move or DART (3)	Drives but has no car (1)
Walk to work (close by) (3)	Can't get drivers license (3)	
	Car insurance too high (1)	

In Table 16, other comments are summarized; it is important to note that parents or surrogates for parents were mentioned by those responding to employed participants while no such mention was made by those responding for participants in sponsored positions or unemployed participants. Those in sponsored positions had health problems mentioned more often than those in the other two groups.

Table 16

Summary of Other Comments

Employed	Sponsored Positions	Unemployed
Parents help (3)	Health problems (5)	Immature (2)
Lives with employer (1)	Lack of agency follow-up (2)	Employers lack understanding (1)
Hindered by lack of training opportunities (1)		Health Problems (1)
		No need for independence (1)
		Poor self image (1)

RESULTS

Participants who are employed appear to have certain similar attributes. Their families are more realistic about their interventions than would be the families of those in sponsored positions or those unemployed although they also may be too protective. The employed are more often physically unable to live independently. They often are able to drive or are driven by parents or parent substitutes. Their academic skills are relatively higher than the participants in sponsored positions or unemployed. Those in sponsored positions tend to be more dependent upon institutional care than the employed group. It appears that their physical capabilities, job skills, and/or academic learning are inadequate for any type of employment that does not make significant accommodations for them. They more often live alone than with families or others than out of the employed or unemployed participants. They often report resentment to special transportation service such as DART or Project Move because it stigmatizes them. They have a lower level of job and academic skills than do the employed group. The unemployed participants often live with another individual. This raises some interesting questions about classification of unemployment. As noted earlier, it is questionable that three of the individuals who reported they lived with others actually had removed themselves from the job market to be homemakers. It is not clear whether this was a default or a choice. Health problems were more often reported for the group working in sponsored positions than for either of the other two groups. For the unemployed group they more often had little contact with their families, lacked job skills, did not know how to look for a job, read well enough to hold a job or write well enough to hold a job.

Impressions reported by the interviewers which were not tabulated as part of the interviews schedule will be reported here. It appears that the most successful employed participants had special education high school teachers who invested significant personal energy and effort in the successful individual and took the time to intervene in some way. The degree and level of family support is certainly related to success. Realistic expectations on the part of the families about the abilities and disabilities of the individual were most important in contributing to success. An impression of goals, planning, and expectation were noted for the most successful individual; that is, the families have realistic expectations and demanded that the individual live up to those expectations and did this in a reasonable fashion. Another striking impression was that a lack of peer influences or role models increased the dependency on families, teachers, or agencies on the part of the handicapped. Community constraints did not seem as significant as thought earlier while the proposal for this project was being formulated. For example, the lack of transportation does not seem to be the primary cause of the lack of mobility. An individual's motivation is much more important as far as education and training are concerned, there is a lack of training for independent living in counseling for independent roles within the family both of which affect employability. There seems to be

limited jobs skill exploration activities in school, too. Coordination of the activities of agencies appeared to be sorely lacking in the opinions of the interviewers, and in the opinions of those responding to the interview. It appears, too, that a significant group, those labeled educably mentally retarded, may not be receiving services. Also noted was the desire by a number of the clients to have the label "special" out of their education and lives. At least one of these individuals stated that the "special" in education would end when schooling ended.

SUMMARY/CONCLUSIONS/RECOMMENDATIONS

During the 1977-78 school year, the Office of the Solano County Superintendent of Schools conducted a descriptive investigation of the social and physical attributes of both the community and of former special education students that have a significant impact on this individual's ability to achieve employment and social independence.

Since removal of physical and social constraints in the community is not possible, career preparation and vocational training programs for the handicapped must be oriented toward assisting handicapped people overcome constraints where possible, or adapt within them where necessary. This principle requires an empirical understanding of the community constraints in terms of their nature and in terms of the degree to which they affect people with various handicapping conditions. Moreover, it is also necessary to have an empirical understanding of the personal and physical attributes of the handicapped individual that have a positive or negative effect on the ability to gain and hold employment and achieve social independence. Once the real constraints are understood, educational goals and programs can be reoriented so that the greatest benefit for the greatest number of handicapped people is obtained.

In this investigation, a two-stage inquiry was conducted. First, there was a wide-range search for attributes of the handicapped population using an open-ended interview procedure with county agency professionals most familiar with handicapped persons.

The second stage of the inquiry involved the development of an interview questionnaire used in conjunction with information sources associated with each of the thirty subjects included in the study. These thirty subjects consisted of former special education students who were employed, unemployed, or in sponsored positions. Each of the information sources answered questions relating to those attributes which seemed to have the most profound impact, positive and negative, upon the subject's ability to gain employment and achieve a source of independence.

In the first stage it became apparent in attempting to generate a list of attributes that people considered individual clients, even though they spoke of general attributes. Thus, informants disagreed on the meaning of attribute statements or found that many were too general to apply to a specific characteristic in the handicapped individual. The diversity of communities being served (see Table 3) made it impossible to generate a list of attributes which applied universally. In addition, information given in the interviews tended to be stereotypic rather than descriptive; hence abstracting attributes of communities and of individuals became very difficult.

Some notable implications for special education programming were found in the second stage. First, parent counseling is absolutely essential especially for parents of junior high school and high school students in special education programs. Independent living, job skills, career exploration, community residence, and community recreation must be examined. Participants must be taught to identify and use agencies that serve the handicapped.

Second, there must be a coordination of services. The quality of responses indicated that it would be easy to become lost between agencies which might be offering competitive services. Efforts for the handicapped appear to be too general and must be aimed more specifically at the individual and her/his family situation.

Third, it appears that the severely handicapped are obtaining services and the lesser handicapped seem to be slipping away from services although these individuals may have a greater problem with employability.

Finally, utilizing employment in itself as a major criterion for the success of educational programs and as the goal for programs must be examined.

While this study lacks some of the controls necessary to draw strong inference and has a population too small to generalize from adequately, it has given some indications and direction. It would be advisable to employ the results of this preliminary investigation to design additional, better controlled studies on the effects of special education. In this regard a study focusing only on the employed group would be in order. Narrowing the handicapping conditions and identifying more precisely the handicapping conditions would improve this study. Increasing the number of individuals included would allow for better generalization. Most important, a longitudinal study examining the effects of interventions based upon the attributes of an individual would be in order. However, it may be that the attributes identified may have little to do with employability by exercising better experimental control and by increasing the number of participants this could be examined more reasonably. The advisability of using employability as a criterion of success also should be considered. It is questionable that the success of programs in special education can be measured by the employability of the clients served. While education has been associated with employability, no cause-effect relationship has been established. To assume that special education programs by themselves will increase employability is not logical. Family support or some substitute for family seems to be associated with employability, too. Perhaps success in school and success in employment are related to family supports. This might well be examined.

The results of this study and the attributes and comments aggregated here must be shared with agencies serving the handicapped. More attention must be paid to these attributes as they influence individuals rather than as they influence groups.

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APPENDIX A

AGENCY LIST

A Methodology For Assessing Handicapped Employment As A Function of Community Constraints.

Fairfield, Suisun, Travis AFB

1. SHAP Program/SGHHC
   C/O David Grant Medical Center
   Travis AFB, CA 94535

   M/Sgt. Russell C. Sandblom, CHAP NCO 707/438-2427

2. USARC (Upper Solano County Association for Retarded Citzens)
   P. O. Box 771
   Fairfield, CA 94533

   Mrs. Sally Mullane, President 707/425-8500

3. California State Department of Rehabilitation
   744 Empire
   Fairfield, CA 94533

   Mr. Mel Foltz, Rehabilitation Counselor 707/422-9382

4. Fairfield Counseling Center
   1234 Travis Blvd.
   Fairfield, CA 94533

   Dr. Edward Tavris, Director 707/422-7578

5. Solano County Public Health Department
   744 Empire St.
   Fairfield, CA 94533

   Dr. Edward G. Lopez, M.D. Health Officer 707/429-6241

6. Fairfield-Suisun Unified School District
   1024 Delaware St.
   Fairfield, CA 94533

   Ms. Agnes Johnson, Director of Special Education 707/422-3200

7. Solano County Superintendent of Schools
   655 Washington St.
   Fairfield, CA 94533

   Mr. Dan Knapp, Special Education Supervisor 707/429-6585

8. Travis Unified School District
   DeRonde Dr.
   Travis AFB, CA 94535

   Mr. Robert G. Grooves. Coordinator of Pupil Services 707/437-4604

9. Social Security Administration
   601 Madison St.
   Fairfield, CA 94533

   Mr. Reinaldo Alvarez, Manager 707/425-9581

10. CETA (Comprehensive Employment Training Act)
717 Missouri St.
Fairfield, CA 94533

Mr. John Blue, Director 707/429-6207

11. Armijo Adult School
1100 Civic Center Dr.
Fairfield, CA 94533

Vocational Counselor/Administrator 707/422-5610

12. California State Employment Development Department
1440 Marin St.
Vallejo, CA 94590

Mr. Gus Kelperis, Vocational Counselor 707/643-1051

13. SCROP (Solano County Regional Occupational Program
2100 West Texas St.
Fairfield, CA 94533

Mr. Jerry Johnson, Assistant Administrator 707/422-8330

14. Solano Community College Enabler Program
P. O. Box 246
Suisun Valley Rd.
Suisun City, CA 94585

Mr. Ron Nelson, Coordinator 707/864-7000

15. SCEOC (Solano County Economic Opportunity Council)
408-A Union Ave.
Fairfield, CA 94533

Mr. F. J. Netto, Administrator 707/422-7763

16. CAPH (California Association for the Physically Handicapped)
Solano County Chapter
P. O. Box 166
Fairfield, CA 94533

Ms. Rosalee Rulofson 707/425-3312

17. Wheels and Walkers
716 Marilyn
Fairfield, CA 94533

Ms. Josie Wilson 707/425-3892

18. DART (Dial-A-Ride-Transit)
P. O. Box 669
Fairfield, CA 94533

Ms. Linda Cipeck 707/429-2400

19. New Directions
2010 W. Texas St.
Fairfield, CA 94533

Mr. Richie Smith, Director 707/429-6641

20. Fairfield Lions
P. O. Box 126
Fairfield, CA 94533

Ms. Kay Knowles 707/425-4676

21. F.A.S.T. Lions Club
C/O Fairfield Police Department
Fairfield, CA 94533

Mr. Tom LaVar 707/425-1035

22. Community Action Committee
918 Johnson
Fairfield, CA 94533

Ms. Maureen Bailey 707/422-2607 or 707/422-2809

23. American Red Cross
195 E. Alaska
Fairfield, CA 94533

Ms. Dorthy Lalone 707/429-3131

24. St. Mark's Lutheran Church
1600 Union Ave.
Fairfield, CA 94533

Ms. Ann Berringrude 707/422-4741

VALLEJO

25. American Red Cross
Solano County Chapter
508 Alabama St.
Vallejo, CA 94590

Mr. John B. Wolcott, Chapter Manager 707/425-6481

26. California State Department of Health
Continuing Care Services Section
1000 Marin St.
Vallejo, CA 94590

Mr. Dee H. Lowder, L.C.S.W. 707/643-8468

27. Family Service of North Bay
1617 Broadway
Vallejo, CA 94590

Mr. Don Hamilton, Director 707/644-8938

28. North Bay Regional Center
811 Tuolumne St.
Vallejo, CA 94590

Mr. Joseph Gonzalez 707/691-5215

29. United Crusade
401 Amador St.
Vallejo, CA 94590

Captain Sam Jones, U.S.N (Ret.), Executive Director 707/644-4131

30. Vallejo-Benicia Association for the Retarded, Inc.
2624 Springs Rd.
Vallejo, CA 94590

Mr. Thom Arcadi, President 707/644-6555

31. California State Department of Rehabilitation
1814 Capitol St.
Vallejo, CA 94590

Mr. Mike Mersman, Rehabilitation Supervisor 707/643-1761

32. Newton Learning Center
607 Carolina St. #202
Vallejo, CA 94590

Mr. Tom Newton, Director 707/422-3200

33. Vallejo Unified School District
101 Cobb St.
Vallejo, CA 94590

Mr. Edward Brower, Director of Special Education 707/643-0344

34. Scouts of America
400 Contra Costa St.
Vallejo, CA 94590

Mr. Hall Creer, Scout Executive 707/644-0427

35. Easter Seal Society for Crippled Children and Adults of Solano County
726 Sutter St.
P. O. Box 552
Vallejo, CA 94590

Mrs. Ruth Hall, Executive Director 707/644-2397

36. Solano Workshop Services
380 Contra Costa St.
Vallejo, CA 94590

Mrs. Gerry River, Director 707/644-7456

37. Solano County Public Welfare Department
351 Tuolumne St.
Vallejo, CA 94590

Mr. Robert C. Granger, Administrator 707/553-5551

38. Department of Rehabilitation
1814 Capitol Ave.
Vallejo, CA 94590

Mr. Joseph Burgess, Architectual Barrier Specialist 707/643-1761

39. Transitional Service
905 Ohio St.
Vallejo, CA 94590

Ms. Marilyn Scrutchins, Director 707/642-1121

40. Greater Vallejo Recreation District
395 Amador St.
Vallejo, CA 94590

Mr. Ted M. Kidder 707/642-7556

41. Kaiser Foundation Rehabilitation Center
975 Sereno Dr.
Vallejo, CA 94590

Dr. Howard Liebgold , M.D., Director 707/644-5631 Ext. 2342

42. Solano-Napa Respite Service
2624 Springs Rd.
Vallejo, CA 94590

Mr. Phil Herskovic, Director 707/644-6557

43. Home Health and Counseling Services
1776 Solano Ave., Suite 223
Vallejo, CA 94590

Ms. Ila Breese 707/644-6697

44. Vallejo Business and Professional Women's Club
435 York
Vallejo, CA 94590

Ms. Louis James 707/642-0644

45. Solano-Napa Muscular Dystrophy
1508 Mina Dr.
Vallejo, CA 94590

Mr. Wendal Roosa, Director 707/552-6171

46. Y.W.C.A.
401 Amador St.
Vallejo, CA 94590

Ms. Judy Carlomagna 707/642-3268

47. Vallejo Chineese Community
727 Sonoma Blvd.
Vallejo, CA 94590

Mr. Bennie Yap 707/643-3507

VACAVILLE

48. CANIC (California Association for Neurologically Impaired Children)
312 Harosu St.
Vacaville, CA 95688

Mrs. Fay Knous 707/448-2120

49. Vacaville Unified School District
751 School St.
Vacaville, CA 95688

Mr. James R. Farrell, Director, Supplementary Education 707/448-6474

50. Sierra Children's Home
P. O. Box 597
Vacaville, CA 95688

Ms. Arvil Lee, Executive Director 707/448-3557

51. Volunteers of Vacaville (Services for the Blind)
P. O. Box 670
Vacaville, CA 95688

Mr. Raymond Ross 707/448-2888

52. Vacaville Community Action Council
541 Main St.
Vacaville, CA 95688

Ms. Diana Jefferson 707/446-4888

53. Vacaville Community Welfare
P. O. Box 782
Vacaville, CA 95688

Mr. George Clewlow 707/448-4807

54. California Association of Educationally Handicapped Children
107 Ramos
Vacaville, CA 95688

Ms. Mini Cunningham 707/448-6905

55. Vacaville Recreation Department
Vacaville Community Center
1100 Alamo Rd.
Vacaville, CA 95688

Mr. John McBride 707/448-8148

BENICIA

56. Dial-A-Ride
101 East H St.
Benicia, CA 94510

Mr. Dan Pitta 707/745-3211

57. Benicia Unified School District
350 East K. St.
P. O. Box 786
Benicia, CA 94510

Ms. Annette Schmidt, Ph.D., Psychologist 707/745-1882

APPENDIX B

INTRODUCTORY LETTER

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS

CLARENCE "CASEY" GOLOMB, ED. D.
655 Washington

SUPERINTENDENT OF SCHOOLS
Fairfield, California 94533

Telephone
707 - 429 - 6226

October 21, 1977

TO WHOM IT MAY CONCERN:

This letter is to introduce Judith Katz Keenholtz of the Office of the Solano County Superintendent of Schools. She is working on a research project funded by the State Department of Education. This research is directed to finding out what the attributes or characteristics of the individual, as well as the social and physical characteristics of the community in which that person lives.

Your agency is being approached because it has direct or indirect contact with handicapped persons.

Your cooperation is requested in the completion of the interview. If you have any questions regarding this project, please contact the principal investigator, Bonnie Ann Plummer, Coordinator, Project Development and Management Unit, at 707-429-6418.

Sincerely,

Daniel H. Muller

Dr. Daniel H. Muller
Deputy Superintendent
DHM/dt

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS

Telephone
707 - 429 - 6226

CLARENCE "CASEY" GOLOMB, ED. D.
655 Washington

SUPERINTENDENT OF SCHOOLS
Fairfield, California 94533

October 18, 1977

TO WHOM IT MAY CONCERN:

This letter is to introduce Greg Perez of the Office of the Solano County Superintendent of Schools. He is working on a research project funded by the State Department of Education. This research is directed to finding out what the attributes or characteristics are that seem to be important, both positively and negatively, with regard to the functioning of a handicapped person in society. This includes physical and personal characteristics of the community in which that person lives.

Your agency is being approached because it has direct or indirect contact with handicapped persons.

Your cooperation is requested in the completion of the interview. If you have any questions regarding this project, please contact the principal investigator, Bonnie Ann Plummer, Coordinator, Project Development and Management Unit, at 707-429-6418.

Sincerely,

Daniel H. Muller

Dr. Daniel H. Muller
Deputy Superintendent

DHM/dt

APPENDIX C

ATTRIBUTES SURVEY INTERVIEW SCHEDULE

SPECIAL EDUCATION RESEARCH PROJECT--Attributes Survey Interview Schedule

INSTRUCTIONS TO INTERVIEWERS:

The data collection format is designed to facilitate the conduct of the interview, as well as aid in the recording of notes on the interview content for later expansion into a complete and detailed summary of the interview. The schedule is organized to insure that all areas of interest are covered during the course of the interview, even though some respondents will not necessarily have comments or ideas in every area. However, you should insure that the item or area of interest is brought to the attention of the respondent in such a manner that the respondent understands the question, even if no response is forthcoming.

The interview process itself consists of three distinct stages: First, the interviewer provides the respondent with basic information about the research study; why the respondent is requested to participate; and what the general concerns of the interview are. Second, the interviewer requests that the respondent supply certain basic information so that the interview process can be better focused. Third, the interviewer conducts the body of the interview, as outlined in this format. All of these stages are critical in the sequence outlined above.

The recording of data in written narrative form immediately following the interview itself is important to the quality and quantity of information obtained. The only reasonable means of extending the recording time is with the use of a taped summary. Even so, the written narrative should still be prepared within twenty-four hours following the interview, and sooner, if other interviews are expected to occur in that period.

Contact should be made with the executive director or other top official of the agency, to whom a letter of explanation should already have been sent. The appointments person should make reference to the letter,and ask if the recipient has received it. If not, the scheduler should summarize the contents over the telephone. Then, the task is to identify the appropriate person(s) who are to be the respondents to the survey. Ideally, the respondent is a professional, para-professional or other support staff, or volunteer worker who has contact with handicapped people on a daily or weekly basis. We are seeking persons with social perceptions regarding the functioning of handicapped people in society, and these social perceptions should be based upon direct exposure to handicapped people, rather than through hearsay or even reading about the subject. There is nothing to preclude a handicapped person being a respondent in this survey.

Once the respondent is identified, including a means of contact, the remaining task is to schedule the interview for up to one hour's time. The appointments scheduler should be certain to stay in close contact with the interviewers so that appointments are scheduled properly and last minute changes can be arranged, as needed.

A final comment about the interview procedures is that all contacts with agency personnel should be recorded in a log. Also, locations, times and dates, and duration of interviews, as well as the name and telephone of the respondent, should be recorded. This procedure allows for follow-up contact if there are any questions related to the content of the interview. It also provides documentation on the amount of time and effort required to complete the Attributes Survey work.

OPENING STATEMENT:

Hello. My name is _____. I am with the Office of the Solano County Superintendent of Schools. I am working on a research project funded by the California Department of Education. The purpose of this research is to find out more about how persons with various handicapping conditions function in society. You have been referred to us by your (agency head) as a (staff person/professional/volunteer worker/other) who has direct contact with handicapped persons. For this reason, we are interested in finding out what your perceptions are concerning the ability of handicapped people to function in society. Are you willing to help us by answering a few questions?

(Allow time for a general yes/no response. If yes, proceed. If definitive no, seek reason. If desire for more information, respond by saying need to know more about the kinds of handicapped people with whom greatest contact; proceed to next section.)

IDENTIFYING TYPES OF CONTACTS:

Before proceeding to the questions, it would help if you could tell me the kinds of handicapped persons with whom you have most frequent contact. Of the following handicapping conditions, which ones most frequently occur in the handicapped people with whom you have contact:

(Indicate first, second, third choices as applicable; or none prominent)

_____mentally retarded
_____hard of hearing or deaf
_____speech impaired
_____visually handicapped; blind
_____physically handicapped
_____seriously emotionally disturbed
_____other

DETAILED EXPLANATION OF INFORMATION DESIRED:

We are interested in finding out what the attributes or characteristics are that seem to be important, both positively and negatively, with regard to the functioning of a handicapped person in society. This includes physical and personal characteristics of the individual, as well as the social and physical characteristics of the community in which that person lives.

In responding to the following questions, please think in terms of a handicapped person with whom you have frequent contact, or whom you know fairly well. If it is helpful, you can even keep in mind several handicapped people. We do need to know who these people are; rather, we are interested in learning more about those things in their lives that seem to help them and to impede them.

(Note to interviewer: If the respondent has indicated familiarity with one or two types of handicapping conditions, take each of the first two choices separately. As you proceed through the series of questions, clearly separate the responses for each of the two conditions.)

We are interested in learning more about four key areas: living arrangements; moving about in the community; education and training situations; and work or employment situations. Within each of these areas, we want to identify the important characteristics of the individual, both physical and personal, and of the community, including the important social and physical characteristics. Again, we want to know both the important positive and the important negative characteristics. The following figure helps to summarize what we want to learn:

ATTRIBUTES SURVEY AREAS OF INTEREST MATRIX

AREAS OF INTEREST	IMPORTANT FACTORS	
	POSITIVE	NEGATIVE
Living Arrangements Characteristics of: *Individual --personal --physical		
*Community --social --physical		
Moving About in the Community Mobility		
Education and Training		
Work Situation		

APPENDIX D

ATTRIBUTES SURVEY INTERVIEW

ATTRIBUTES SURVEY INTERVIEW

INTERVIEWER_____ INTERVIEWEE_____

DATE_____ ORGANIZATION_____

TIME_____ ADDRESS_____

DURATION_____ TELEPHONE_____

IDENTIFYING TYPES OF CONTACTS

(Indicate first, second, third choices as applicable, or more prominent.)

___MENTALLY RETARDED

___HARD OF HEARING, DEAF

___SPEECH IMPAIRED

___VISUALLY HANDICAPPED

___SEVERELY EMOTIONALLY DISTURBED

___PHYSICALLY HANDICAPPED

___OTHER_____

_____

LOG COMMENTS

ATTRIBUTES SURVEY DATA RECORDING FORMAT

RESPONDENT_____ DATE_____

AREA OF INTEREST: ____Living Arrangements ___Mobility
(Check one) ____Education and Training ___Work Situation

INDIVIDUAL PERSONAL

POSITIVE:

NEGATIVE:

INDIVIDUAL PHYSICAL

POSITIVE:

NEGATIVE:

COMMUNITY SOCIAL

POSITIVE:

NEGATIVE:

COMMUNITY PHYSICAL

POSITIVE:

NEGATIVE:

APPENDIX E

ATTRIBUTES SURVEY INTERVIEW
REVISED FORM

ATTRIBUTES SURVEY INTERVIEW

INTERVIEWER_____ INTERVIEWEE_____

DATE_____ ORGANIZATION_____

TIME_____ ADDRESS_____

DURATION_____ TELEPHONE_____

IDENTIFYING TYPES OF CONTACTS

(Indicate first, second, third choices as applicable, or more prominent)

____MENTALLY RETARDED

____HARD OF HEARING, DEAF

____SPEECH IMPAIRED

____VISUALLY HANDICAPPED

____SEVERELY EMOTIONALLY DISTURBED

____PHYSICALLY HANDICAPPED

____OTHER_____

_____

LOG COMMENTS

ATTRIBUTES SURVEY DATA RECORDING FORMAT

RESPONDENT_____ DATE_____

AREA OF INTEREST (Check one)
___Living Arrangements ____Mobility
___Education and Training ____Work Situation

	POSITIVE	NEGATIVE
INDIVIDUAL PERSONAL		
PHYSICAL		
COMMUNITY SOCIAL		
PHYSICAL		

APPENDIX F

ATTRIBUTES LIST PART II

SOLANO COUNTY EMPLOYMENT STUDY

EDUCATION AND TRAINING ATTRIBUTES

I. Individual Personal

1. Handicapped are motivated to learn.
2. Retarded often do not have socially acceptable behavior.
3. The handicapped require one-to-one training.
4. The handicapped often lack job skills.
5. Some handicapped become professional students, not active in competitive bracket.
6. Some handicapped have a negative attitude towards education.

II. Individual Physical

1. Some handicapped have poor motor development.
2. Some handicapped have poor coordination.
3. Handicapped students generally do well with non-verbal tasks/tests.
4. Some handicapped students cannot reach table in lab classes.
5. Some handicapped students have inappropriate behavior.
6. Requires ability to write.
7. Requires ability to read.
8. Requires ability to speak.
9. Need repetitive learning.

III. Community Social

1. This community has special programs for the handicapped.
2. Public supports special education and training.
3. Special education has been positive for public relations for the handicapped.
4. Schools are more aware of and willing to meet handicapped educational needs.
5. Community is not aware of what the handicapped can do.
6. Agencies serving the handicapped need to coordinate their services.
7. Community looks at workshop as a place for those who don't fit in.
8. Parents of non-handicapped children fear having the handicapped in the regular classroom mainstreaming.

IV. Community Physical

1. Programs for handicapped tend to originate in churches.
2. Not enough placement service for trained handicapped.
3. School districts provide transportation for handicapped.
4. Inaccessibility into some buildings.
5. Lack of ramps, ramped curves, adequate bathrooms, etc., in public school and other public facilities.

LIVING ARRANGEMENTS ATTRIBUTES

I. Individual Personal

1. The handicapped lack training for independence.
2. The handicapped are far too overprotected by family.
3. The handicapped do not feel sorry for themselves.
4. The handicapped need a supportive environment, but not smothering.
5. The handicapped don't know socially acceptable behavior due to being socially isolated.
6. The handicapped have the abilities to learn living skills.
7. The handicapped are motivated for independence.

II. Individual Physical

1. Steps and other physical barriers create problems for the blind.
2. Handicapping condition places a person in a dangerous, unsafe situation when alone.
3. The handicapped have problems with grooming, hygiene and weight loss.
4. The handicapped mobility is limited by their physical handicaps.

III. Community Social

1. Community is accepting of handicapped.
2. Community has inexpensive rentals available.
3. Community has little recreation programs suitable for handicapped participation.
4. Mentally retarded is often confused with the physically handicapped.
5. Most people are uncomfortable with the handicapped.
6. Independent living skills programs expand community's awareness of themselves.
7. Lack of public awareness of the handicapped.
8. Residents don't want community care homes in their neighborhood.

IV. Community Physical

1. The community has many physical barriers such as curbs, steps, etc.
2. People with seeing eye dogs are not accepted in home, public places.
3. The community has adopted handicapped parking, blue curbs, and cut down curbs.
4. Housing units are often not accessible.
5. Rest rooms are not accessible to handicapped in wheelchairs.
6. By law, new apartments must be adapted to meet the needs of the handicapped.
7. There are too few low income housing units, most have barriers.
8. Climate is advantageous to handicapped.
9. Doors open in instead of out making it difficult for people in wheelchairs.

WORK SITUATION ATTRIBUTES

I. Individual Personal

1. This job requires ability to generalize.
2. This job requires ability to work monotonous repetitive tasks.
3. This job requires loyality and trust.
4. This job requires motivation to support self rather than public support.
5. This job requires dependability, reliability, punctuality.
6. This job requires the ability to tolerate rejection.
7. This job requires good work habits. (Follow directions) (Relocate)
8. This job requires ability to work to limit of abilities. Positive attitudes.

II. Individual Physical

1. This job requires the ability to use hands.
2. This job requires the ability to use legs.
3. This job requires the ability of gross (fine) motor skills. (coordination)
4. This job requires verbal skills and good personal appearance.
5. This job requires good health and a high energy level.
6. This job requires the ability to work around loud machinery.
7. This job requires the ability to use upper body extremities.

III. Community Social

1. Large employers employ handicapped more often than small employers.
2. This community needs employers that are willing to employ the handicapped.
3. Jobs should be adapted to meet the needs and abilities of the handicapped.
4. People are bothered by visible handicaps.
5. State and federal governments advertise job programs for handicapped.
6. Employers believe handicapped person will have more accidents.
7. Employers believe handicapped person will increase their insurance rates.
8. Employers believe handicapped person will be less productive.

IV. Community Physical

1. Jobs require unrealistic written and physical job entrance examinations.
2. There is only light industry in the area.
3. This community is accessible to the handicapped.
4. This community lacks sufficient transportation for handicapped.
5. In this community buildings are accessible for handicapped.
6. In this community bathrooms are accessible for handicapped.
7. In this community telephones are accessible for handicapped.
8. In this community drinking fountains are accessible for handicapped.
9. Requires hygiene. Requires ability to get along with supervisor and co-workers.

MOBILITY ATTRIBUTES

I. Individual Personal

1. The handicapped are motivated to be mobile.
2. The handicapped need to be with people they feel comfortable with.
3. The handicapped are determined to overcome their handicapping condition.
4. The handicapped are willing to use public transportation when it is available.
5. The handicapped are not willing to relocate.
6. The handicapped have a fear of commuting.
7. The handicapped have learning problems with purchasing tickets for transportation, understanding schedules, using money.

II. Individual Physical

1. Handicapped are able to overcome their mobility problems with an apparatus.
2. Handicapped require assistance for mobility.
3. Poor communication skills affect travel with independence.

III. Community Social

1. Community awareness is expanded by seeing handicapped use transportation systems.
2. The community has made attempts to remove physical barriers.
3. Businesses find that the elimination of barriers is too expensive.
4. Public buses do not have facilities for wheelchairs.
5. Community does not disseminate enough information on services available to handicapped.
6. DMV issues special privilege license plates to the handicapped.

IV. Community Physical

1. There are many physical barriers in the community.
2. Yellow Taxi Cab has discount rates for handicapped patrons.
3. Public buildings are removing physical barriers, installing ramps, electric door, etc.
4. Community has expanded handicapped parking spaces.
5. Accessible rest rooms.
6. Commercial stores are not accessible (no automatic doors).
7. Project move is expensive.
8. Stop lights are not set appropriately to allow for handicapped street crossing.

APPENDIX G

SEARCH FOR SUBJECTS:
SPECIAL EDUCATION STUDENTS OF INTEREST

SOLANO COUNTY

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS

Telephone
707 - 429 - 6226

CLARENCE "CASEY" GOLOMB, ED. D.
655 Washington

SUPERINTENDENT OF SCHOOLS
Fairfield, California 94533

NAME OF AGENCY_____

NAME OF STAFF_____

POSITION_____

DATE_____

SPECIAL EDUCATION STUDENTS OF INTEREST

The research study will involve a total of thirty (30) special education students between the ages of fifteen (15) and twenty-one (21). Ten (10) of these students or recent former students will be successfully employed for a period of at least three months on a continuous basis. Ten (10) will be employed in a restricted environment or selected workshop. The other ten (10) subjects will be individuals who are unable to obtain and hold employment. The subjects will include a range of physical and mental handicapping conditions.

You can further assist us in our search for potential subjects of this research study. If you know of person(s) who fit the criterion as described above, please complete the following information. Use the stamped envelope provided for return. Your continued cooperation is most appreciated.

NAME OF SPECIAL EDUCATION STUDENT (15-21 yrs. old)	ADDRESS	TELEPHONE	PLEASE INDICATE Employed, Unemployed, Sheltered
1.			
2.			
3.			
4.			
5.			

Thank you for your assistance.

Bonnie Ann Plummer

Bonnie Ann Plummer, Coordinator
Project Development & Management Unit

BAP:dt

APPENDIX H

SEARCH FOR SUBJECTS:
PARENT PERMISSION LETTER

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS

Telephone
707 - 429 - 6226

CLARENCE "CASEY" GOLOMB, ED. D.
655 Washington

SUPERINTENDENT OF SCHOOLS
Fairfield, California 94533

Dear Parent,

Your help IS needed. The Project Development and Management Unit of the Office of the Solano County Superintendent of Schools is conducting a special education research study. The research study will try to identify the characteristics or attributes of a handicapped person that affect their ability to gain employment. Examples of characteristics are educational backgrounds, ability to use public transportation, and the employment situation of the community. This information will be gathered by the interview of handicapped persons. It is hoped that information gained from this study will affect vocational education and special education students.

The research study will involve a total of thirty (30) special education students between the ages of fifteen (15) and twenty-one (21). Ten (10) of these students or recent former students will be successfully employed for a period of at least three months on a continuous basis. Ten (10) will be employed in a restricted environment or selected workshop. The other ten (10) subjects will be individuals who are unable to obtain and hold employment. The subjects will include a range of physical and mental handicapping conditions.

We request that you give your parental permission for the Project Development and Management Unit to contact your child for participation in this research study. Please complete the attached parent permission form and return it in the envelope provided.

Thank you for your cooperation. If you have any questions, please contact me at 707-429-6418.

Sincerely yours,

Bonnie Ann Plummer

Bonnie Ann Plummer
Coordinator, Project Development
and Management Unit

bap/jw
attach.

In respect to my rights and responsibilities as parent or legal guardian, I give my permission for my child, _____ (child's name) to participate in the research study described in the attached letter. I understand that the results will be discussed with me and otherwise remain confidential.

_____
Parent signature

_____
Date

_____
Address

_____
Telephone

Please check your child's major handicap.

____Mentally Retarded

____Hard of Hearing, Deaf

____Speech Impaired

____Visually Handicapped

____Severely Emotionally Disturbed

____Physically Handicapped

____Other_____

_____

APPENDIX I

SEARCH FOR RESEARCH SUBJECTS
PARENT PERMISSION LETTER

Telephone
707 - 429 - 6226

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS

CLARENCE "CASEY" GOLOMB, ED. D.
655 Washington

SUPERINTENDENT OF SCHOOLS
Fairfield, California 94533

February 1978

Dear Parent,

The Project Development and Management Unit is a department of the Office of the Solano County Superintendent of Schools. This department has the responsibility of developing new educational projects and programs to meet the needs of students in our county. We are currently conducting a special education research study. This study will attempt to obtain information about the educational background, living arrangements, mobility, and employment situation of persons who have been in special education. We will obtain this information from your son or daughter. A member of our staff will conduct a brief interview or help your son or daughter to complete a simple questionnaire. You will also be asked to complete a similar questionnaire or interview. Very little of your time will be needed. No testing or examination will be involved.

We request that you give your parental permission for the Project Development and Management Unit to contact your son or daughter. Please complete the attached parent permission form, and return it in the envelope provided.

Thank you for your cooperation. If you have any questions, please contact me at 707-429-6418.

Sincerely,

Bonnie Ann Plummer

Bonnie Ann Plummer
Coordinator, Project Development
and Management Unit

BAP:dt

Enc.

I HEREBY GIVE PERMISSION FOR MY SON OR DAUGHTER TO PARTICIPATE IN THE RESEARCH STUDY DESCRIBED IN THE ATTACHED LETTER. I UNDERSTAND THAT THE RESULTS WILL BE DISCUSSED WITH ME AND OTHERWISE REMAIN CONFIDENTIAL.

_____

(Parent's signature)

_____ _____

(Date signed) (Phone no. day/evening)

_____ _____ _____

(Son or daughter's name) (Age)

_____

(Address)

APPENDIX J

SEARCH FOR RESEARCH SUBJECTS
PARENT PERMISSION LETTER

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS

Telephone
707 - 429 - 6226

CLARENCE "CASEY" GOLOMB, ED. D.
655 Washington

SUPERINTENDENT OF SCHOOLS
Fairfield, California 94533

April 14, 1978

Dear Parent:

The Office of the Solano County Superintendent of Schools is doing a study in which we need your help. We want to talk to people who have been in special education and have been able to get a job. We want to learn how these people were able to get a job. We need to talk to people not working at this time. We think this study will help students in special education be more job-ready when finishing school.

This is how you can help. We want to talk to you and your son or daughter. We need about fifteen minutes of your time. We need you to fill out the attached form and return it in the envelope provided. We will want to tell you more about this study and see if you can help us. Thank you very much.

Sincerely,

Bonnie Ann Plummer

Bonnie Ann Plummer
Coordinator, Project Development
and Management Unit

Gregg Perez

Gregg Perez
Resource Specialist

BAP/GP/pc

Enclosure

PARENT FORM

Parent's Name_____

Address_____
Street City Zip

Telephone_____

Name of son/daughter now in special education or graduated from special education:

_____

Age:_____

Does your son/daughter have a job?_____

Please understand that all information will be discussed with you and otherwise be kept confidential.

APPENDIX K

SEARCH FOR RESEARCH SUBJECTS
PARTICIPANT PERMISSION FORM

Telephone
707 - 429 - 6226

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS

CLARENCE "CASEY" GOLOMB, ED. D.
655 Washington

SUPERINTENDENT OF SCHOOLS
Fairfield, California 94533

April 19, 1978

Dear Friend:

The Office of the Solano County Superintendent of Schools is doing a study in which we need your help. We want to talk to people who have been in Special Education and have been able to get a job. We want to learn how you were able to get a job. If you do not have a job, you can help us too. We think this will help students in special education be more job-ready when finishing school.

If you can help us, we will only need to talk to you and your employer or counselor. We want to tell you more about our project to see if you can help us. Please fill out the attached paper. Return it in the envelope. Thank you for your help.

Sincerely,

Bonnie Ann Plummer

Bonnie Ann Plummer
Coordinator, Project Development
and Management Unit

Judith Katz-Keenholtz

Judith Katz-Keenholtz
Project Specialist Teacher

BAP/JKK/pyc

NAME_____

AGE_____

ADDRESS_____

_____

TELEPHONE_____

DO YOU HAVE A JOB NOW?_____

WHERE?_____

SIGNED_____

APPENDIX L

LETTER FOR AGENCY PARTICIPATION

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS

Telephone
707 - 429 - 6226

CLARENCE "CASEY" GOLOMB, ED. D.
655 Washington

SUPERINTENDENT OF SCHOOLS
Fairfield, California 94533

April 3, 1978

Mrs. Rives
Solano Workshop Services
380 Contra Costa
Vallejo, California 94590

Dear Ms. Rives:

The Project Unit of the Office of the Solano County Superintendent of Schools is involved in a research project that will attempt to identify those characteristics of handicapped persons that affect their ability to gain employment and become socially independent. The results of this research will be used by special educators to better develop career education programs.

We would appreciate your assistance in the completion of this study. We request the name, address, and telephone number of twenty Solano Workshop clients who have been in your employ for over three months. These clients must be graduates of a special education program. We understand that client permission is a necessity and we can provide a letter for them explaining the project along with participation needed.

We greatly appreciate your cooperation and assure you that strictest confidentiality will be maintained in this research. Kindly send the client information to our office or inform us of any letters you require. Thank you.

Cordially,

Bonnie Ann Plummer

Bonnie Ann Plummer
Coordinator, Project Development
and Management Unit

Judith Katz-Keenholtz

Judith Katz-Keenholtz
Project Specialist Teacher

BAP/JKK/pyc

APPENDIX M

PERMISSION FORM TO CONTACT EMPLOYER, AGENCY PERSON, AND SPECIAL EDUCATION TEACHERS

Telephone
707 - 429 - 6226

OFFICE OF THE COUNTY SUPERINTENDENT OF SCHOOLS

CLARENCE "CASEY" GOLOMB, ED. D.
655 Washington

SUPERINTENDENT OF SCHOOLS
Fairfield, California 94533

May 1, 1978

As a participant in special education research for the Office of the Solano County Superintendent of Schools, I understand that my employer, sheltered workshop supervisor, agency caseworker, and special education teacher may be contacted by the research staff. The staff will ask the above persons to complete an interview concerning my living arrangement, mobility, and educational training background. I give the Office of the Solano County Superintendent of Schools permission to interview and gather this information.

_____
Participant's Signature

_____
Date

_____
Parent's Signature for Minor

APPENDIX N

PART II: INTERVIEW SCHEDULE
FIRST DRAFT

SOLANO COUNTY SPECIAL EDUCATION PROJECT

Interview Schedule (Draft 4/4/78)

1. What aspects of _____'s success/lack of success in gaining employment are attributable to her/his living arrangements?

2. What aspects of _____'s success/lack of success in gaining employment are attributable to her/his education and training?

3. What aspects of _____'s success/lack of success in gaining employment are attributable to her/his mobility?

4. What aspects of _____'s success/lack of success in gaining employment are attributable to other factors?

5. What aspects of _____'s success/lack of success in gaining independence are attributable to her/his living arrangements?

6. What aspects of _____'s success/lack of success in gaining independence are attributable to her/his education and training?

7. What aspects of _____'s success/lack of success in gaining independence are attributable to her/his mobility?

8. What aspects of _____'s success/lack of success in gaining independence are attributable to other factors?

Living Arrangements

Possesses physical ability to live independently.

Has social capacity to live independently.

Community offers inexpensive rentals.

Community offers recreation programs suitable for the handicapped.

Family overprotects/doesn't protect enough.

Housing units accessible.

Few low cost housing units available which are appropriate.

Education and Training

Possesses socially acceptable behavior for training situation.

Requires one to one training/repetitive instruction.

Possesses job skills.

Has job seeking skills.

Is able to speak sufficiently for job.

Is able to listen sufficiently for job.

Is able to read adequately to do job.

Is able to write sufficiently to do job.

Mobility

Physical barriers create problems for _____.e.g. home, job, community

Problems traveling e.g. purchasing tickets for travel, using money, understanding schedules.

Willing to relocate for employemnt.

Public transportation available to handicapped.

Public transportation accessible to handicapped e.g. facilities for wheel chairs

Public facilities e.g. restrooms, telephones, drinking fountains,

businesses, buildings are accessible e.g. ramps,doors, elevators

Other

Physical: Use of hands and arms.

Use of feet and legs.

Motor coordination

Health

Personal: Good work habits--Loyal, Trustworthy, Dependable, Reliable,

Punctual, Follows Directions

Appearance, Grooming, and Hygiene

Self Confidence

Socially acceptable behavior

Determination to perfrom

Community: Willing to hire handicapped.

Jobs adapted to meet special needs.

Agencies serving handicapped coordinate services.

Placement services for trained handicapped.

APPENDIX O

PART II: INTERVIEW SCHEDULE

ATTRIBUTE RESEARCH: IDENTIFYING INFORMATION

Participant's Name:

Employment Status:

Date of Birth:

Handicapping Condition:

Address:

Date Graduated from Special Education:

Telephone:

If applicable, as a minor or living in supervised residence

Parent/Guardian/Residential Supervisor Name:

Address:

Telephone:

If applicable

Place of Employment:

Supervisor Name:

Address:

Telephone:

If applicable, as client or student within the past three months:

Agency of Special Education Program:

Agency Person/Teacher:

Address:

Telephone:

Participant's Permission Form

I willingly take part in special education research for the Office of the Solano County Superintendent of Schools.

Participant's Name_____

Date_____

OR

As a participant under twenty-one years, I give parental permission for my son/daughter _____ to take part in special education research for the Office of the Solano County Superintendent of Schools.

Parent Signature _____

Date_____

Participant_____ Date_____

Interviewee_____ Time_____

Relationship_____ Interviewer_____ Place _____

Living Arrangement Affecting Employment

1. How have _____'s living arrangements (where you live) helped/not helped to get and hold a job?

Living Arrangements

1. Is he/she physically able to live with little help or independently?

2. Can he/she get along with others (socially) in his/her home?

3. Does the community (city) have low-cost housing?

4. Does the community (city) have recreation programs for the handicapped?

5. Is the family too protective/not protective enough?

6. Are housing units available which are appropriate for handicapped (accessibility)?

Participant_____ Date_____

Interviewee_____ Time_____

Relationship_____ Interviewer _____ Place _____

Education and Training Affecting Employment

2. How have _____'s education and training (school, job training) helped/not helped to get and hold a job?

Education and Training

1. Are his/her behaviors (actions) appropriate (all right) for the job?

2. Does he/she need one-to-one teaching/need repeated teaching?

3. Does he/she have job skills?

4. Does he/she know how to look for a job?

5. Can he/she speak well enough for the job?

6. Can he/she listen well enough for the job?

7. Can he/she read well enough for the job?

8. Can he/she write well enough for the job?

Participant_____ Date_____

Interviewee_____ Time_____

Relationship_____ Interviewer_____ Place _____

Mobility Affecting Employment

3. How has _____'s mobility (ability to get to job, stores, use bus, drive) helped/not helped to get and hold a job?

Mobility

1. Are physical barriers (stairs, curbs, doors, etc.) a problem at home, job, or community?

2. Does he/she have problems traveling (buying tickets for bus, cab; understanding schedules; using money)?

3. Is he/she willing to move to get a job?

4. Is there public transportation (bus, cab, etc.)?

5. Can handicapped use public transportation (wheelchairs)?

6. Can he/she use rest rooms, telephones, drinking fountains? Do business buildings have ramps, wide doors, elevators, etc.?

Participant_____ Date_____

Interviewee_____ Time_____

Relationship_____ Interviewer_____ Place _____

Other Factors Affecting Employment

4. Are there any other things that help/do not help _____ get and hold a job?

Other

Physical

1. Has he/she use of hands and arms? Has he/she use of feet and legs?

2. Is he/she well-coordinated?

3. Is he/she healthy?

Personal

4. Does he/she have good work habits--loyal, trustworthy, dependable, reliable, punctual, follows directions?

5. How are his/her appearance, grooming, and hygiene?

6. Does he/she have self-confidence? Does he/she have good feelings about himself/herself?

7. Does he/she have socially acceptable behavior?

8. Is he/she willing to do the job?

Community

9. Is there willingness to hire the handicapped?

10. Are jobs adapted to meet special needs of handicapped?

11. Do agencies serving the handicapped coordinate their services?

12. Are there placement services for trained handicapped? (Did someone help them get a job?)

Participant_____ Date_____

Interviewee_____ Time_____

Relationship_____ Interviewer_____ Place _____

Living Arrangements Affecting Independence

5. How have _____'s living arrangements (where you live) helped/not helped him/her become independent (able to live outside the family unit with little help)?

Living Arrangements

1. Is he/she physically able to live with little help or independently?

2. Can he/she get along with others (socially) in his/her home?

3. Does the community (city) have low-cost housing?

4. Does the community (city) have recreation programs for the handicapped?

5. Is the family too protective/not protective enough?

6. Are housing units available which are appropriate for handicapped (accessibility)?

Participant_____ Date_____

Interviewee_____ Time_____

Relationship_____ Interviewer_____ Place _____

Education and Training Affecting Independence

6. How have _____'s education and training (school, job training) helped/not helped.

Education and Training

1. Are his/her behaviors (actions) appropriate (all right) for the job?

2. Does he/she need one-to-one teaching/need repeated teaching?

3. Does he/she have job skills?

4. Does he/she know how to look for a job?

5. Can he/she speak well enough for the job?

6. Can he/she listen well enough for the job?

7. Can he/she read well enough for the job?

8. Can he/she write well enough for the job?

Participant_____ Date_____

Interviewee_____ Time_____

Relationship_____ Interviewer_____ Place _____

Mobility Affecting Independence

7. How has _____'s mobility (able to get to job, store, use bus, drive) helped/not helped him/her become independent?

Mobility

1. Are physical barriers (stairs, curbs, doors, etc.) a problem at home, job, or community?

2. Does he/she have problems traveling (buying tickets for bus, cab; understanding schedules; using money)?

3. Is he/she willing to move to get a job?

4. Is there public transportation (bus, cab, etc.)?

5. Can handicapped use public transportation (wheelchairs)?

6. Can he/she use rest rooms, telephones, drinking fountains? Do business buildings have ramps, wide doors, elevators, etc.?

Participant_____ Date_____

Interviewee_____ Time_____

Relationship_____ Interviewer_____ Place _____

Other Factors Affecting Independence

8. Are there any other things that have helped/not helped become independent? _____

Other

Physical

1. Has he/she use of hands and arms? Has he/she use of feet and legs?

2. Is he/she well-coordinated?

3. Is he/she healthy?

Personal

4. Does he/she have good work habits--loyal, trustworthy, dependable, reliable, punctual, follows directions?

5. How are his/her appearance, grooming, and hygiene?

6. Does he/she have self-confidence? Does he/she have good feelings about himself/herself?

7. Does he/she have socially acceptable behavior?

8. Is he/she willing to do the job?

Community

9. Is there willingness to hire the handicapped?

10. Are jobs adapted to meet special needs of handicapped?

11. Do agencies serving the handicapped coordinate their services?

12. Are there placement services for trained handicapped? (Did someone help them get a job?)

APPENDIX P

PART II: INTERVIEW SCHEDULE
FINAL DRAFT

ATTRIBUTE RESEARCH: IDENTIFYING INFORMATION

Participant's Name:

Employment Status:

Date of Birth:

Handicapping Condition:

Address:

Date Graduated from Special Education:

Telephone:

If applicable, as a minor or living in supervised residence
Parent/Guardian/Residential Supervisor Name:

Address:

Telephone:

If applicable

If applicable, as client or student within the past three months:

Place of Employment:

Agency of Special Education Program:

Supervisor Name:

Agency Person/Teacher:

Address:

Address:

Telephone:

Telephone:

Participant _____ Date _____

Interviewee _____ Time _____

Relationship _____ Interviewer _____ Place _____

Participant's Permission Form

I willingly take part in special education research for the Office of the Solano County Superintendent of Schools.

Participant's Name _____

Date _____

OR

As a participant under twenty-one years, I give parental permission for my son/daughter _____ to take part in special education research for the Office of the Solano County Superintendent of Schools.

Parent Signature _____

Date _____

Living Arrangement Affecting Employment

1. How have _____'s living arrangements (where you live) helped/not helped to get and hold a job?

Living Arrangements Affecting Independence

2. How have _____'s living arrangements (where you live) helped/not helped him/her become independent (able to live outside the family unit with little help)?

Living Arrangements

1. Is he/she physically able to live with little help or independently?

2. Can he/she get along with others (socially) in his/her home?

3. Does the community (city) have low-cost housing?

4. Does the community (city) have recreation programs for the handicapped?

5. Is the family too protective/not protective enough?

6. Are housing units available which are appropriate for handicapped (accessibility)?

Education and Training Affecting Employment

3. How have _____'s education and training (school, job training) helped/not helped to get and hold a job?

Education and Training Affecting Independence

4. How have _____'s education and training (school, job training) helped/not helped.

Education and Training

1. Does he/she need one-to-one teaching/need repeated teaching?

2. Does he/she have job skills?

3. Does he/she know how to look for a job?

4. Can he/she speak well enough for the job?

5. Can he/she listen well enough for the job?

6. Can he/she read well enough for the job?

7. Can he/she write well enough for the job?

Mobility Affecting Employment

5. How has _____'s mobility (ability to get to job, stores, use bus, drive) helped/not helped to get and hold a job?

Mobility Affecting Independence

6. How has _____'s mobility (able to get to job, store, use bus, drive) helped/not helped him/her become independent?

Mobility

1. How do physical barriers (stairs, curbs, doors, etc.) affect you?

2. Are you able to travel (buying tickets for bus, cab; understanding schedules; using money)?

3. Is he/she willing to move to get a job?

4. Is there public transportation (bus, cab, etc.)?

5. Can handicapped use public transportation (wheelchairs)?

6. Can he/she use rest rooms, telephones, drinking fountains? Do business buildings have ramps, wide doors, elevators, etc.?

Other Factors Affecting Employment and Independence

7. Are there any other things that help/do not help _____ get and hold a job?

Other

Physical

1. Has he/she use of hands and arms? Has he/she use of feet and legs?

2. Is he/she well-coordinated?

3. Is he/she healthy?

Personal

4. Does he/she have good work habits--loyal, trustworthy, dependable, reliable, punctual, follows directions?

5. How are his/her appearance, grooming, and hygiene?

6. Does he/she have self-confidence? Does he/she have good feelings about himself/herself?

7. Does he/she have socially acceptable behavior?

8. Is he/she willing to do the job?

Community

9. Is there willingness to hire the handicapped?

10. Are jobs adapted to meet special needs of handicapped?

11. Do agencies serving the handicapped coordinate their services?

12. Are there placement services for trained handicapped? (Did someone help them get a job?)